

Information Needed To Apply for Goals 2000 and PPPD Only

Requirements

Evaluation Criteria

Grant Agreement

Information about the Application

The Application

- Year-end reporting on 1999-2000 activities for Goals 2000 LRI grants is combined with reapplication.
- The heart of the application is a central plan that connects Learning Results implementation activities in the district with the use of technology as a tool for teaching, learning and management. This plan is the guiding document for all district Learning Results activities and may also be used as the yearly update for the IASA consolidated application.

Three Major Changes in the 2000 -2001 Application:

1. Districts are required to report progress toward their 1999 -00 grant indicators of success for Goals 2000 LRI activities, and to document their findings in the evidence portfolio.
2. The six-part Goals 2000 LRI self-assessment and the three-part TLCF self-assessment have been combined into a single self-assessment with two parts – student learning and climate supportive of change. Some indicators have been eliminated or revised, and some have been added.
3. The proposal evaluation criteria have been reformatted as a rubric.

Evaluation Process and Criteria

- Each proposal will be evaluated by three peer reviewers, who will use the attached numeric criteria to rate each proposal.
- Grant awards will be made by the Commissioner of the Department of Education based on numeric scores and available funds. The Department of Education may negotiate final award amounts based on numeric evaluation results and availability of grant funds in either category.
- Per Pupil Professional Development funds are not competitive and will be received by the district regardless of the status of its other proposals. However, information provided in the proposal to report on PPPD funds will be evaluated by the readers as part of the evidence of Learning Results implementation activities.

Per Pupil Professional Development Funds (PPPD)

- Allocations for each district are in the pink packet included with the application.
- Allocations in column 1 of the table are at the current level of \$1 million (already appropriated).
- Column 2 allocations are based on a proposed increase of \$1 million (pending in the current legislative session). Districts will be notified about the final appropriation as soon as possible.
- A consortium is defined as at least two districts which are working together on professional development activities to implement the Learning Results. School Unions working alone cannot apply as consortia. Partners in the consortium must be listed on the application cover page.
- School Unions must apply for PPPD funds with a joint plan. The union may distribute PPPD funds on a per pupil basis to each school in the union, or use the funds to support union-wide Learning Results professional development activities, or some combination of the two. A single payment will be made to the district.
- Questions about this calculation should be directed as soon as possible to Sarah Simmonds (287-8281); sarah.simmonds@state.me.us.

Funding Levels and Allowable Expenditures

- Districts are eligible for up to \$15,000 in Goals 2000 funds, plus the district's per pupil professional development allocation.
- Goals 2000 and PPPD payments should not be expected until at least October 2000.
- Negotiated revisions to any components of the application lengthen the payment process.
- Administrative costs (clerical support and supplies, and accounting fees) cannot exceed 5% of the amount budgeted for Goals 2000.
- Maine State Retirement benefits must be included in the Goals 2000 budget. These costs cannot be shared across budgets by listing salaries in one budget and the benefits associated with them in another. In addition, any other benefits specified by the local collective bargaining agreement must be applied to all salaries, stipends and honoraria in the circumstances and in the amounts covered in the agreement.

Direct questions and concerns about allowable expenditures to Heidi McGinley (287-5986); heidi.mcginley@state.us.me.

Required Components to Reapply for Goals 2000 LRI Only

Basic Information (not evaluated):

- The cover page – Indicate the Goals 2000 LRI and PPPD amounts received during the 1999 - 2000 school year and how much has not been expended. Add unexpended funds to the district's new requests in each category.
- The appropriate sections of the information page.
- School board signatures
- Superintendent's signature on the second page of the appropriate grant agreement

1. The Design Team:

- 1. **A.** Describe the design team's role.
B. Not required.

2. Progress Report: Report on the district's progress in achieving its 1999 -00 indicators of success.

- **A.** Complete the table for each Goals 2000 LRI and PPPD indicator from the 1999 -2000 grant year. Reference supporting portfolio evidence for progress in column 6 of the chart.
- **B.** Year-end Financial Statements: Complete each section. Note that expenses listed in the "obligated" column are those for which you have made a promise to pay. These activities may not have taken place when the proposal is submitted.
 - Attach a single page to explain why funds were not expended as expected in each category.

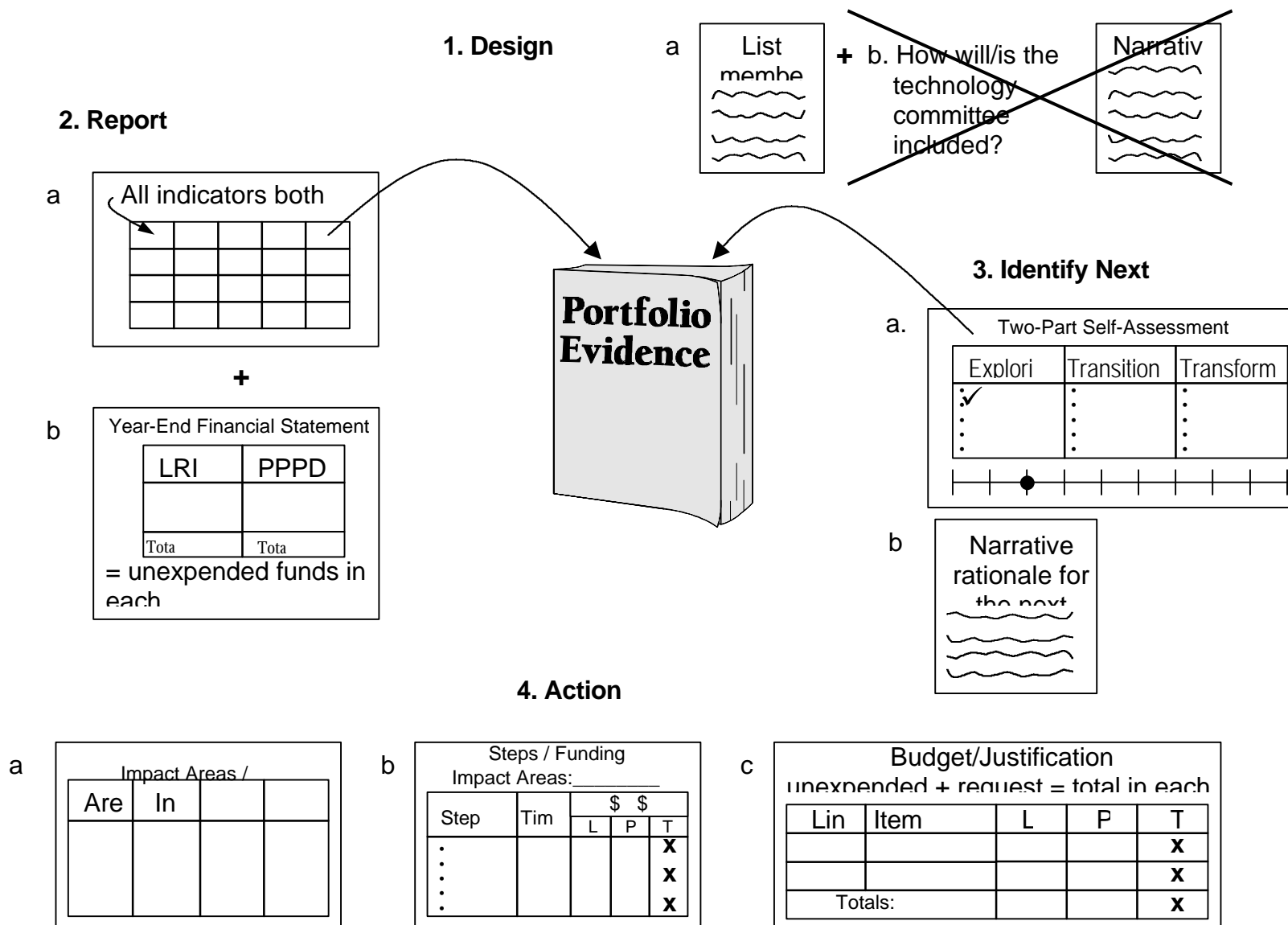
3. The self-Assessment:

- **A.** Check those indicators in the "Student Learning" area and in each section of the "Climate Supportive of Change" area that describe where the district currently stands . **Disregard the technology-related indicators.** In the blank columns embedded in the self-assessment, tell the readers where to find the supporting portfolio evidence for each checkmark. **Submit the checked self -assessment pages with the application.**
 - Plot the district's current position on the two self -assessment grids.
- **B.** In a narrative of 10 pages or less, explain how the information from the progress report and the self-assessment update lead to the district's next steps. Include:
 1. A summary of current conditions across the district based on the self -assessment and the progress report.
 2. A description of how the self-assessment findings and the progress report illustrate what the district's next steps are in Learning Results implementation.
 3. Not required.
 4. Not required.
 5. Identification of several impact areas or goals and why they are necessary to the district's Learning Results implementation efforts.

5. The Action Plan:

- **A. Impact Areas**
 - **1.** List impact areas or goal statements identified as a result of the progress report and the self-assessment update, and identified in the self-assessment narrative. Impact areas can also be thought of as leverage points – key areas of activity that impact many aspects of Learning Results implementation.
 - **2.** Measurable indicators of success in making progress toward the goal or in the impact area. A description of how to write measurable indicators is included in the consolidated application. The district will be asked to use these indicators to report on its progress at the end of the grant period.
 - **3.** Evaluation: describe how data will be collected to assess each indicator.
 - **4.** Products: list the concrete products expected as a result of the planned activities.
- **B. Action Steps for each impact area or goal:**
 - **1.** List the steps.
 - **2.** Describe when each step will be completed.
 - **3.** Costs: Whenever possible, include the actual dollar amounts to be expended for each step from LRI, PPPD, and other sources.
- **C. Budgets:**
 - Complete a line item budget for each funding category. The total amount for each fund is the expected award **plus** any unexpended funds from the previous grant year. Make sure that the action plan includes activities supported by the unexpended funds. If a detailed description is not possible within the space allotted on each line, attach one.
 - Complete the monthly payment form for the new amount requested for Goals 2000 LRI only.

Funded G2000 ONLY in 1999 -2000 ~ Re-Applying for Goals 2000 LRI



Document Total:

Vendor Code:

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**STATE OF MAINE
DEPARTMENT OF EDUCATION
Learning Results Implementation
GRANT AGREEMENT**

This agreement made this 1st day of September 2000 between the Department of Education ("the Department") and ("the school system").

WHEREAS, the Department in the exercise of its lawful functions has determined that your grant will stimulate, foster or encourage improvement in the schools of the State and serve as models for other schools and,

WHEREAS, the school system has determined that the proposal will advance systemic change which enhances the learning of school children,

NOW THEREFORE, in consideration of the mutual agreements and provisions herein contained, the parties hereto agree as follows:

1. The Department will award a Learning Results Implementation of _____ to the school system for the purposes described in the grant application, which is hereby incorporated into this Agreement and made a part thereof.
2. Grant funds shall be expended by the school system between September 1, 2000 and August 31, 2001. Any funds not expended or obligated prior to August 31, 2001 shall be returned to the Department for reallocation.
3. Expenditures of grant funds by the school system will be in accordance with Maine law and applicable ordinances, rules and policies.
4. Financial and other records relating to the proposal will be maintained by the school system for at least three years from completion of the proposal and made available for review, upon request, to the Department.
5. Amendments to the approved budget which exceed 20% on any line or any programmatic components of the proposal must be approved in advance by the Department.
6. The school system will designate a grant coordinator who will have supervisory responsibility for the proposal and will function as the liaison person with the Department.
7. The school system will develop and maintain a portfolio of all grant related activities. The Department may examine the portfolio at any time to evaluate progress on the grant. In any case, a final report and a portfolio of grant related activities will be received by the Department no later than September 30, 2001.,
8. In consideration of the grant award, the school system agrees to include in all promotion and publicity concerning the proposal, the following minimum credit line: "with support of the Department of Education through a Learning Results Implementation grant."
9. Any publications relating to the proposal by the school system shall also include, in an appropriate place, a statement that the findings, conclusions or recommendations do not necessarily represent the view of the Department.
10. One copy of any printed publication resulting from the proposal must be furnished to the Department. One copy of any software, film, videotape, audio tape, record or any other audio-visual materials produced as part or as an outgrowth of the proposal must also be furnished to the Department.
11. The Department reserves an non-exclusive license to use and reproduce for public purposes, without payment, any publishable matter, including copyrighted matter, arising out of grant activities. The school system shall retain a

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non-exclusive license to use and reproduce the materials, without payment, for the use and benefit of the school system. A copy of the agreements shall be filed with the Department.

12. The school system will submit a full accounting of expenditures and a final report to the Department within 30 days of the completion of the proposal but in no event later than August 31, 2000.
13. Financial records of the proposal will be reviewed in the annual audit of school system expenditures and any deviations, discrepancies or questioned costs will be reported to the Department, with a copy of the auditor's report.
14. The Department may monitor the proposal on site and evaluate its progress and results independently of the school system's evaluation.
15. If the Department determines that the approved grant proposal cannot be completed as proposed, it may terminate the grant award and all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the Department. No such termination may take place until the school system has been notified of the Department's intention and has had an opportunity to respond.
16. The Department and the school system may mutually agree to terminate the proposal at any time. If this occurs, all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the department.
17. The Department may withhold or suspend payment of the grant award or require repayment of grant monies already spent upon a finding that grant monies will be or have been improperly spent, the required reports have not been filed in a timely manner or that the proposal is otherwise not in compliance with applicable law. No penalizing action will be taken until the school system has been notified of the alleged violation and has had an opportunity to respond.
18. The Department may withhold or recover payment of all or part of the grant award if the school system is found, after an adjudicatory proceeding or adjudication to be in violation of the Maine Human Rights Act, the Americans with Disabilities Act or the Federal Civil Rights Act during the project period.
19. The grant award will become effective upon execution of this document by all parties.

Date

Commissioner, Department of Education

Date

Grant Coordinator, Department of Education

September 1, 2000

Date

Superintendent of Schools (Fiscal Agent)

Submission, with the application, of a signed copy of this agreement is for the sole purpose of expediting the distribution of funds to districts to whom grants are awarded in accordance with the evaluation criteria and in no way commits the department to making an award to the applicant.

Numeric Evaluation Criteria

1.Design Team

0	1	2	3	Points
A. No list of members is included.	A. The design team membership does not include a parent. A few of the stakeholders impacted by the team's work are represented.	A. The membership list includes a parent, and represents most of those impacted by its work.	A. The design team includes representation from all schools, administrators, teachers, and at least one parent.	
B. No roles or responsibilities are described.	B. Some of the roles and responsibilities of the design team are unclear.	B. The design team's roles and responsibilities are clearly explained but loosely related to Learning Results implementation in the district.	B. The design team's roles and responsibilities are clearly essential to Learning Results implementation in the district.	
Total 6				

2. Progress Report

0	1	2	3	Points
A. The indicators listed are not measurable. The indicators are not related to the stated progress or learning.	A. Some of the indicators listed are measurable and are related to the stated progress or learning.	A. Most of the indicators are measurable and related to the stated progress or learning.	A. All of the indicators listed are measurable and related to the stated progress or learning.	
B. No supporting evidence is provided for most of the indicators.	B. Evidence is provided for most of the indicators, but the connections to stated progress or learning are not clear,	B. The stated progress or learning is loosely connected to most of the supporting evidence.	B. The stated progress or learning is based directly on the supporting evidence.	
C. No district progress or learning is apparent.	C. Some district progress or learning is evident in at least one impact area.	C. Substantial progress or learning is evident in at least one key impact area.	C. Substantial progress or learning is evident in all impact areas	
Total 9				

3. A. Self-Assessment and B. Identification of the Next Steps (Narrative)

0	1	2	3	Pts.
A. The self-assessment pages are missing or incomplete. Little or no evidence is provided to support the checked descriptors. There is no explanation for the missing evidence.	A. The self-assessment pages are complete. Most of the evidence provided does not support the checked self-assessment descriptors. Some explanation is included to account for missing evidence.	A. Most of the evidence supports the checked self-assessment descriptors. Complete explanations are provided to account for missing evidence.	A. All of the evidence provided is necessary and sufficient to support the checked descriptors.	X 2
B. The district's placement on both continua is unwarranted given the checked indicators and the supporting evidence.	B. The district's placement on both continua is confusing given the checked indicators and the supporting evidence.	B. The district's placement on one or both of the continua is justified by most of the supporting evidence.	B. Placement on both continua is consistently supported by the evidence.	X 2
C. The narrative does not connect the progress report or the self-assessment to identification of the district's next steps.	C. The narrative partially connects the self-assessment or the progress report to the next steps.	C. The narrative supports the connections between the self-assessment findings, the progress report and the next steps.	C. The narrative clearly describes a process of analyzing the evidence of the current situation as the method of identifying the next steps.	
D. The narrative describes conditions in a single school, at a single grade span, or among a small population of students or staff.	D. The narrative describes conditions in some schools, grade spans or populations.	D. The narrative partially describes conditions across the system, and identifies some systemwide approaches to Learning Results implementation.	D. The narrative describes systemwide conditions and identifies systemwide approaches to Learning Results implementation.	
E. Impact areas or goals are not identified in the narrative.	E. The impact areas or goals identified in the narrative are not supported by the description of the current situation.	E. The impact areas or goals identified in the narrative are partially supported by the description of the current situation.	E. Key elements of the current situation are directly connected to the identified impact areas or goals.	
			Total 21	

4. Action Plan and Cost Effectiveness

0	1	2	3	Pts
A. The indicators are not measurable.	A. Some of the indicators are measurable.	A. Most of the indicators are measurable.	A. All of the indicators are measurable.	
B. The data collected to evaluate progress toward the indicators will provide little or no supporting evidence of progress at the end of the grant period.	B. Most of the data collected to evaluate progress toward the indicators will provide some evidence of progress at the end of the grant year.	B. The data collected to evaluate progress toward the indicators will provide most of the evidence necessary to support progress at the end of the grant period.	B. The data collected to evaluate progress toward the indicators will provide necessary and sufficient evidence of progress.	
C. The data to be collected will not help the district identify its next steps.	C. Some of the data collected will help the district identify its next steps.	C. Most of the data collected will help the district identify its next steps.	C. The data collected will lead directly to identification of the district's next steps.	
D. The action steps are unconnected to the indicators.	D. Some of the action steps are connected to the indicators.	D. Most of the action steps are necessary in making progress toward the indicators.	D. All of the action steps are necessary in making progress toward the indicators.	
E. The products listed are not connected to Learning Results implementation in the district.	E. Some of the products are directly connected to Learning Results implementation in the district.	E. Most of the products are directly connected to Learning Results implementation in the district.	E. All of the products are essential to Learning Results implementation in the district.	
F. The action steps will not result in the products listed.	F. It is unclear how some of the action steps will yield the products listed or provide some assurance of quality and usefulness in the district.	F. Most of the action steps are necessary to develop the listed products and to provide some assurance of quality and usefulness in the district.	F. The action steps will result in high quality products essential to Learning Results implementation.	
G. Proposed expenditures are not connected to the action plan.	G. Proposed expenditures support some of the action plan.	G. Most proposed expenditures support the action plan.	G. Funds from all sources support the action plan.	
H. Expenditures are not cost effective.	H. Some expenditures are cost effective.	H. Most expenditures are cost effective.	H. All expenditures from all sources are cost effective.	
			Total	24